

UNIVERSITY OF CENTRAL FLORIDA
College of Education

“Teaching is the profession that teaches all other professions.” (Author unknown)

Descriptive Information

School: School of Teaching, Learning, and Leadership
Course Title: Teaching Strategies and Classroom Management
Course Number: EDG 4410, Section 9
Course Wiki: <http://edg4410drkarenverkler.wikispaces.com/>
Course Credit: 3.0
Prerequisites: EDF 2005, Introduction to Education; EDF 2085, Teaching Diverse Populations; EME 2040 Technology for Educators
Intended Audience: Junior standing or CI (Consent of the Instructor)
Semester: Fall 2012
Instructor: Dr. Verkler
Class Hours: Wednesday, 10:30a.m.-1:20 p.m.
Class Location: Teaching Academy Room 221
Office No. & Phone No: ED 220L, 407-823-5235 (Note: There is no voice mail.)
E-mail address: ProfessorVerkler@aol.com
Office Hours: Tuesday, 10:00 a.m.-1:00 p.m.
Wednesday, 1:30-2:30 p.m.
Thursday, 1:30-2:30 p.m.
Or by appt.

Secondary Level Focus of this section of EDG 4410: This class section is geared toward secondary majors and K-12 education major/minor (foreign language education, art education, exceptional education, etc.) fields. The pedagogy, content, and curriculum are all directed toward the secondary level and will not satisfy the needs of elementary education, as indicated in the course registration note: “This section is restricted to Secondary and K-12 Education Major/Minor fields. Elementary Education majors should choose another section.”

Catalog Description: Students will explore instructional, organizational, and classroom management strategies to create effective learning environments. There is a 15-hour service-learning requirement. There is a fingerprinting requirement in various counties.

Students with disabilities, who need reasonable modifications to complete assignments successfully, are encouraged to meet with the instructor as early in the semester as possible to identify and plan specific accommodations. Students may be asked to supply a letter from the Office of Student Disability Services.

According to UCF Golden Rule (<http://www.ucf.edu/goldenrule>) guidelines, academic dishonesty/cheating, including plagiarism, which is a violation of student academic behavior standards, is subject to academic and/or disciplinary action. Within the College of Education, violations of this nature may also result in fitness-to-teach evaluations and removal from the College.

Statement of Course Goals and Objectives

KEY: FEAP/PEC = Florida Educator Accomplished Practices/ Professional Educator Competencies
ESOL = English for Speakers of Other Languages
NGSSS = Next Generation Sunshine State Standards
CCSS= Common Core State Standards

Course Objectives: The student will:

- Recognize, select, write, and classify behavioral objectives using cognitive, affective, and psychomotor taxonomies and the Next Generation Sunshine State Standards/Common Core Standards. (FEAP 2.a.1.a./PEC 1.6; applicable NGSSS and CCS)
- Develop differentiated instructional plans that meet the needs of diverse learners. (FEAP 2.a.1.f./PEC 1.3, 1.4, 7.2, 8.2; applicable NGSSS and CCSS, ESOL 3.2.a., 3.2.j., 4.1.c., 4.2.a.)
- Develop a repertoire of teaching strategies for diverse populations. (FEAP 2.a.1.f./PEC 1.3, 1.4, 7.2; applicable NGSSS and CCSS, ESOL 4.1.c., 3.2.j.)
- Select and use a variety of curriculum materials that are appropriate to objectives and plans chosen. (FEAP 2.a.3.g/PEC 1.2, 3.7; applicable NGSSS and CCSS)
- Select and effectively use a wide variety of question types. (FEAP 2.a.3.f, 2.a.2.e/PEC 2.5, 3.6; applicable NGSSS and CCSS)
- Demonstrate two different types of teaching strategies in a microteaching setting. (FEAP 2.a.3.a., 2.a.3.f, 2.a.3.g; PEC 3.1, 3.6, 3.7, 3.10; applicable NGSSS and Common Core Standards; ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c., 4.2.a.)
- Select and use verbal and non-verbal communication effectively. (FEAP 2.a.2.e/PEC 2.5)
- Choose effective reinforcement techniques. (FEAP 2.a.2.b/PEC 2.2)
- Structure the classroom effectively. (FEAP 2.a.2.a, 2.a.2.h/PEC 2.1)
- Know and use a variety of classroom management techniques. (FEAP 2.a.2.b /PEC 2.2)
- Compare and contrast management discipline systems and create a system for a classroom. (FEAP 2.a.2.b/PEC 2.2)
- Establish a set of classroom routines and procedures for utilization of materials and movement of students. (FEAP 2.a.2.b/PEC 2.2)
- Demonstrate knowledge of methods for establishing a safe classroom community and preventing problem behavior, in keeping with the state code of ethics and the principles of professional conduct (FEAP 2.a.2.f /PEC 2.6)
- Participate in field experiences appropriate for major area of specialization and reflect on the teaching strategies, classroom climate, and behavior management plans in operation in these field experiences. (FEAP 2.a.2.e,2.a.2.f,2.a.3.a,/PEC 3.1; applicable NGSSS and CCSS)

Required Texts and Readings

Textbook: Jacobsen, D.A., Eggen, P., Kauchak, D. (2009). *Methods for Teaching: Promoting Student Learning in K-12 Classrooms* (8th Ed.). New Jersey: Allyn & Bacon.

Wiki for course materials and current information: <http://edg4410drkarenverkler.wikispaces.com/>

Supplementary Materials: Flash drive; LiveText at the UCF Bookstore or livetext.com.

Course Expectations - Professionalism/Participation

You are being prepared to enter and succeed in the teaching profession. As such, you are expected to possess and exhibit those personal attributes deemed essential to success as a professional educator. These attributes include reflective decision-making, professional commitment, strong interpersonal and communications skills, an appropriate classroom personality, mature emotional makeup, and academic integrity. Students demonstrating inappropriate behavior may be subject to fitness-to-teach evaluations and resultant removal from the College.

Students are expected to attend all class and field experience sessions and are accountable for all materials covered. Class attendance and participation are critical for your learning experience. Professionalism and respect are integral to the teaching profession, and consequently, to this class.

Your attendance in class is necessary for the successful functioning of our class. If you have to miss class because of illness, seminar obligation, etc., you are required to notify the instructor as soon as possible and provide documentation to substantiate your excuse. **Absences and/or consistent tardiness/leaving class early will result in the lowering of your final grade by one letter grade.**

In addition to the above professionalism and participation, please remember you are accountable and responsible for addressing the FEAP's (Florida Educator Accomplished Practices) during your *entire* program at UCF. Addressing an FEAP in another class does not exempt you from maintaining and upholding the quality standards for which the university stands. **You are expected at all times to be accountable and responsible.** Within the School of Education, violations of the FEAP's may result in written documentation of the Professional Code of Conduct.

New Florida Educator Accomplished Practices (FEAPs) – Adopted 2011

Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

The following FEAPs are addressed by the objectives of EDG 4410:

A. Quality of Instruction

1. Instructional Design and Lesson Planning

- Aligns instruction with state-adopted standards at the appropriate level of rigor (FEAP 2.a.1.a.)
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (FEAP 2.a.1.f.)

2. The Learning Environment

- Organizes, allocates, and manages the resources of time, space, and attention
- Manages individual and class behaviors through a well-planned management system (FEAP 2.a.2.b.)
- Models clear, acceptable oral and written communication (FEAP 2.a.2.e.)
- Maintains a climate of openness, inquiry, fairness and support
- Adapt the learning environment to accommodate the differing needs and diversity of students (FEAP 2.a.2.h.)

3. Instructional Delivery and Facilitation

- Delivers engaging and challenging lessons (FEAP 2.a.3.a.)
- Employ higher-order questioning techniques (FEAP 2.a.3.f.)
- Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (FEAP 2.a.3.g.)

B. Continuous Improvement, Responsibility and Ethics

- Engages in targeted professional growth opportunities and reflective practices (FEAP 2.b.1.e.)

Additional Course Expectations

1. Use of cell phones (talking and texting) during class is disrespectful, distracting, and unprofessional. Cell phones are to be **TURNED OFF AND PUT AWAY**. Students wanting to use their phones must do so during break or outside of the classroom.
2. Class notes, documents, rubrics, resources, announcements, and other supplementary material are available at the course Wiki at <http://edg4410drkarenverkler.wikispaces.com/>. Students are to download and/or print out documents from files on the course Wiki. **It is your responsibility to check the Wiki before class each week to ensure you are ready with the appropriate materials for class.**
3. Students are expected to complete reading assignments before each class meeting. Students should come to class prepared to make relevant contributions to class discussions and activities based on assigned readings.
4. **Assignments are due at the beginning of class on the date indicated in the syllabus. Grades will be lowered 20% (of total points possible) per class meeting for assignments turned in late.** Assignments may be turned in early. If you are absent, it is your responsibility to get any missed work and turn in any assignments that are due. An absence **DOES NOT** change the assignment's due date.

Technical/computer problems are not an acceptable excuse for a late assignment. Do not wait until the due date to print out your assignment.

5. Most of the assignments are to be submitted with a rubric. This syllabus clearly indicates which assignments are to be accompanied by a rubric. The rubric is vital for the instructor's evaluation of your assignment. The rubrics are found on the course wiki. **Grades for assignments turned in without the rubric will be lowered 20% (of total points possible).**
6. Your preparedness reflects your degree of professionalism. **As such, your assignments are to be submitted with all components stapled together. The rubric with your name on it is to be attached to the front of your assignment.** Work submitted should look professional; it should not look as though it was thrown together with little thought. **Dog-eared and unstapled work will be returned and the grade will be lowered 20% of total points possible.** The instructor will not have a stapler.
7. **All class assignments must be word processed unless otherwise indicated.** In addition, all assignments are to be submitted free of spelling, grammatical, and typographical errors. Such errors will result in the lowering of the assignment grade by 20% of the total points for that assignment. **Make sure to proof any submitted work or have someone else proof your work before you turn it in.** The University Writing Center, phone number 407-823-2197, is also available for student assistance in writing, proofing, and editing. Their Web site is <http://www.uwc.ucf.edu>
8. Work is expected to be thoughtful, reflective, and of high quality in terms of both content and presentation. Work that does not meet the established criteria will be noted and will not receive full credit.

Academic Course Requirements

The instructor has samples of most of the course assignments. You may view these samples before and after class, during class breaks, and/or during the instructor's office hours. It is highly recommended that you refer to them as a guide in completing your assignments.

1. **Junior Achievement Training.** All students will attend one of the training sessions listed below. This course has a required in-school experience. During this 15-hour placement, you will be teaching 5-6 life skills/economics education lessons. To prepare for this experience each student must attend a training session outside of class time. You will select one of the following training sessions:

UCF's Orlando campus – Morgridge International Reading Center
 - Wednesday, September 12 from 10:30 a.m. – 1:00 p.m.
 - Thursday, September 13, 2012 from 10:30 a.m. – 1:00 p.m.
2. **Résumé.** Students will prepare a professional résumé.
3. **Curriculum Materials Center (CMC) Orientation.** Students will complete an online orientation to the Curriculum Materials Center (CMC) that introduces the services and collections of the CMC. The CMC online orientation may be found at <http://library.ucf.edu/CMC/Orientation>. It consists of a worksheet and four videos: overview of the CMC, the production lab, using the catalog to find items in the CMC, and the collection. Students will watch these videos and then visit the CMC to complete the orientation worksheet.
4. **Microteaching and Professional Development Plan (FEAP 2.a.3.a., 2.a.3.f., 2.a.3.g., PEC 3.1, 3.6, 3.7, 3.10, ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c., 4.2.a.)**
Students will participate in two microteach experiences, which will be recorded during the class.
 - Microteach I is a direct teach with a poster. A student-designed lesson plan is to be submitted for Microteach I. The Microteach I lesson plan will ultimately be uploaded into the student's LiveText professional portfolio. The plan will be developed in conjunction with the ESOL Module, which provides guidelines for its construction.
 - Microteach 2 is an indirect teach with an instructional aid. This lesson will incorporate teaching strategies, instructional materials, questioning skills, and modifications made for special needs and culturally and linguistically diverse students. Students will view their performance and write a professional development plan for addressing problematic areas.
5. **Exams/Assessments**
The exam/assessment options may include objective tests, presentations, reflections, essays, portfolios, etc. addressing concepts from lectures, video presentations, class activities, discussions, assignments, guest speakers, and the assigned readings.
6. **ESOL Module (ESOL 3.2.a., 3.2.j., 3.2.k., 4.1.c., 4.2.a; PEC 7.2, 8.2)**
Students will complete the EDG 4410 ESOL (English for Speakers of Other Languages) Module. **Use the Microteach I lesson plan template on the course wiki, not the one provided in the EDG 4410 module.** The ESOL module can be found online at the following address: <http://education.ucf.edu/stll/esol.cfm>

The completed assignment is to be submitted with the "Microteach #1 Lesson Plan Template/Rubric from the course wiki. This assignment, once graded, must be uploaded

to Livetext in order to earn a grade in this course.

When the assignment is returned with instructor feedback, **elementary education, exceptional education, and secondary English language arts education majors** will need to place it in their TESOL notebook. For comprehensive information about the TESOL Notebook, visit the following website: <http://connect.rc.ucf.edu/p97824934/>.

7. **Communication with Families: Letter/Newsletter/Syllabus (FEAP 2.a.2.e./PEC 2.5)**
Students will compose a communication to the families of their future students. This assignment will take the form of a letter, newsletter, or syllabus. The communication should explain how the teacher would build a climate for learning, including class rules and his/her classroom management plan. It should also include the items listed on the corresponding rubric. This assignment is to be submitted with the appropriate rubric. Secondary majors will create a syllabus. Elementary majors will write a letter or newsletter. K-12 majors, depending on the grade level they wish to eventually teach, will create a syllabus or newsletter/letter. **This assignment will ultimately be uploaded into the student's LiveText portfolio under the Letter/Newsletter section.**
8. **LiveText Pre-Professional Portfolio (FEAP 2.a.1.a., 2.a.1.f./PEC 2, 10)**
Using LiveText, students will begin to compile a pre-professional portfolio, which is a graduation requirement. The following FEAPs (and corresponding assignments) will be addressed in this class:
 - Instructional design and planning: Microteach I Lesson Plan
 - Models clear, acceptable oral and written communication skills: Communication with Families

The following assignments* must be uploaded to LiveText by the specified deadline in order for the student to earn a grade for this course:

- Microteach I Lesson Plan
- Communication with Families – Letter/Newsletter/Syllabus

*A clean copy of each assignment is to be uploaded. The accompanying rubrics are not to be uploaded.

At the beginning of the semester, students must go to the Curriculum Materials Center (CMC) for assistance in creating their Livetext Portfolio. Students will need to bring their LiveText registration number with them to the orientation session. Students can also access http://education.ucf.edu/livetext/create_portfolio.cfm for additional Livetext assistance.

9. **Service-Learning (FEAP 2.a.2.e., 2.a.2.f., 2.a.3.a./PEC 3.1; applicable NGSSS and CCSS)**
All students will participate in 15 hours of volunteer work in a school setting. Five of the hours will involve teaching five Junior Achievement lessons. ***Students with criminal arrest records must see the instructor immediately to discuss how their history may impact their ability to complete this course and to eventually become a teacher.*** Students enrolled in other EDG or EDF courses requiring a field experience may NOT use the same hours for both experiences.

EDG 4410 is a UCF sanctioned service-learning class. Students will spend a minimum of fifteen hours throughout the course volunteering in an educational setting. This activity will address a need in the community, support the course objectives, involve a connection between

the campus and the community, and involve structured student reflection. Students will spend time reflecting on their service-learning experiences through ongoing structured classroom discussions related to each course topic and a meta-reflective project. Service-learning efforts will be the core of much of the learning in the course. The "grade" for the service-learning requirement will come from the tangible class-related project and discussions, rather than simply from completion of the 15-hour minimum requirement.

Service-learning experiences can assume many different forms. To meet the objectives of the course, our activities will address the following needs of our educational communities:

- Need for special assistance for students in schools, especially high risk
- Additional help in preparation for the FCAT
- Classroom management/proximity control by adults
- Role models/mentors from diverse ethnic, linguistic, and socioeconomic backgrounds
- Increased civic knowledge and awareness via Junior Achievement lessons
- Working with ESOL students – This is highly recommended for students in the areas of early childhood education, exceptional education, elementary education, and English Language Arts.

Students and classroom teachers must complete a UCF Service-Learning Contract (on the course wiki) listing the activities planned for this experience. No student will be expected to work on a project to which she or he has significant religious, political, or moral objections. It is the student's responsibility to let the instructor know about such objections. Teachers will complete a Service-Learning Evaluation giving feedback to the UCF student and documenting the hours completed.

10. **Final Class Project: Classroom Management (FEAP/PEC 2, 9, 11)**

Students will be given their choice of final class project. They can either: (1) individually create a service learning artifact (hard copy or interactive poster, scrapbook/album, or multimedia presentation) and do an oral presentation that focuses on various aspects of classroom management in the service-learning classroom OR (2) individually or in groups share in a workshop format with the entire class a classroom management strategy by demonstration and handouts. (See the detailed descriptions on a subsequent page of this syllabus.) When completing the final class project, be sure to reference the appropriate rubric.

11. **HAPPY Hour Workshop Attendance.** HAPPY (Having Active Participation Prepares You) Hour is an opportunity for professional development for UCF's pre-service teachers. HAPPY Hour consists of monthly workshops conducted by College of Education and PreK-12 educators in areas of interest to our students as future teachers. The workshops are free and require no pre-registration. Students simply show up, learn, have fun, and leave with many resources. The 2012-2013 HAPPY Hour workshop schedule can be found at <http://education.ucf.edu/happyhour>. Students are encouraged to attend the workshops to enhance their credentials as educators. The workshops attended can be added to the "Professional Development" section of the students' ever-growing professional resumes.

In lieu of taking Exam 2 in this course, students may attend at least two professional development workshops (there are professional development workshops other than HAPPY Hour workshops). To be exempt from taking Exam 2, students are to write a reflection for each workshop and submit to the instructor a workshop handout and reflection for each workshop. In the reflection, the student must give a BRIEF overview of the workshop content. The bulk of the reflection must consist of what the student learned and how the student might

apply what he/she learned to his/her own future classroom. A reflection is NOT a narrative of what the presenter did and/or said. In a reflection, students demonstrate that they have gleaned something meaningful from the presentation and have given critical thought regarding how they might be able to use/implement what they learned in their future classroom/career. **In order to be counted toward exemption from taking Exam 2, the workshop reflection and accompanying handout must be submitted within two weeks of having attended the workshop.**

FINAL PROJECT OPTIONS

You have a choice of final project. Described below are the two options. I will describe them in further detail as we progress through the semester. Time limit for each person is 5-10 minutes.

Option One – This option to be completed and shared individually.

You will complete a poster (hard copy or interactive), scrapbook/album, or multimedia presentation (PowerPoint or Prezi, for example) of your service learning and/or Junior Achievement experiences. The criteria for this option are specified on the rubrics on the course wiki. If you create a poster, you will use the rubric entitled “Classroom Management Poster Rubric.” If you create a scrapbook/album or multimedia presentation, you will use the rubric entitled “Classroom Management Artifact (Scrapbook/Album/CD/Digital Video) Rubric.” You will address ALL criteria specified on the rubric.

I will split up the class into four groups (not necessarily your microteach groups) and each group will go into one of the four microteach rooms. Each person choosing Option One will share their poster, scrapbook/album, or multimedia presentation with their group during a 5-10-minute presentation (refer to the rubric about what needs to be discussed during your presentation).

After your presentation, you will leave the microteach room and your peers will evaluate you on your artifact and presentation. They will indicate their evaluation on your rubric, which will then be turned in to me. I will have the final say regarding the grade you earn.

This process will continue until all Option One students have shared their artifacts.

Option Two – This option can be done either individually or in groups (as many as three people can be in a group.) Do NOT present with others if your topic is so simple to explain that an additional person is not warranted.

This option gives you a SMALL taste of the steps that HAPPY Hour Student Showcase student presenters experience on the way to and through presenting at the Showcase. The criteria for this option are specified on the three-page rubric entitled “FINAL PROJECT: Classroom Management Handout and Presentation RUBRIC” on the course wiki. Since there are several different steps to presenting a presentation/workshop, there are several different parts to this assignment. By the way, you will NOT actually be submitting a proposal to present at the HAPPY Hour Student Showcase. However, for those of you who think you might like to do so in the future, this is a great way to get a taste of what the presenters have to do.

Your presentation MUST be about classroom management strategies. You can share things you research, things you learned in any of the HAPPY Hour Student Showcase presentations and/or HAPPY Hour workshops, any of your classes, service learning and Junior Achievement experiences, etc. Remember, teaching is about borrowing ideas that have worked for others.

- You will fill out the Presentation Proposal Form in your course syllabus. You will not submit the form electronically.
- You will create a handout for class distribution. (The handout does not have to be in color.)
- You will then present your presentation to our entire class. Refer to Presentation part (Part C) of the rubric.

Your evaluation will be conducted by me.

Course Evaluation

| Assignment | Date Due | Points Worth | Points Earned |
|---|--|-----------------------------------|---------------|
| Rough draft of Resume | September 5 | -- | |
| Resume | September 12 | 20 | |
| Exam 1 | September 19 | 25 | |
| CMC Orientation Worksheet | September 26 | 10 | |
| Rough draft of Microteach I Lesson Plan | October 3 | -- | |
| Microteach I Lesson Plan -with rubric | October 10 | 35 | |
| Service Learning Contract | October 24 | -- | |
| Rough draft of Microteach II Lesson Plan | October 24 | -- | |
| Microteach II: Indirect Teach | October 31 | -- | |
| Microteach II Professional Development Plan -with rubric and Microteach II Lesson Plan | November 7 | 22 | |
| Letter/Newsletter/Syllabus -with rubric | Varies: See tentative class schedule. | 20 | |
| Final Project -with rubric | November 14 November 28 | 40 | |
| Microteach I Lesson Plan and Letter/Newsletter/Syllabus uploaded to LiveText by education majors | November 28 | Must be done to earn course grade | |
| Service Learning Evaluation | November 28 | -- | |
| Exempt from Exam 2 - If attended at least 2 professional development workshops, and submitted handouts and reflections for each of the workshops within two weeks of having attended the workshops. | Turned in as completed during the semester | 25 | |
| OR | | OR | |
| Exam 2 – If did not attend at least 2 professional development workshops and submit handouts and reflections for each of the workshops within two weeks of having attended the workshops. | December 5 | 25 | |
| TOTAL POINTS | | 197 | |

The grading system, which will not include plusses or minuses, is as follows:

A = 183-197 points

B = 167-182 points

C = 150-166 points

D = 135-149 points

F = Below 135 points

Misrepresentation of Work

You may not use papers or activities written by former students to satisfy course requirements. Use of prior work will be considered cheating and will result in an automatic course grade of F.

Misrepresenting actual work completed (e.g., a classmate's work, materials from the Internet, etc.) as yours will also be considered cheating and will result in a failing course grade. Within the College of Education, violations of this nature may also result in fitness-to-teach evaluations.

Z Designation for Academic Dishonesty (information below quoted from <http://www.z.ucf.edu>)

A Z designation for academic dishonesty has been approved by the University Undergraduate Policy and Curriculum Committee of the Faculty Senate. Adopting the Z designation reaffirms the importance of civic responsibility by faculty and students to ensure that degrees earned at UCF are of high quality and subject to clear and high standards. If a student engages in academic dishonesty in a course, the grade that the student earns for the course will be preceded by the letter Z.

Tentative Class Schedule

Check out <http://edg4410drkarenverkler.wikispaces.com/> WEEKLY for class materials, announcements, and the most current information!

| <u>Date</u> | <u>Agenda/Assignment</u> |
|--------------|--|
| August 22 | Introductions and organization of course Professionalism and fitness to teach Chapter 1: Teaching in an Era of Standards and Accountability |
| August 29 | Professional Résumé Domains of learning/higher level thinking Chapter 4: Standards and the Goals of Instruction Junior Achievement: Placement and training date selection |
| September 5 | Rough draft of résumé is due. Planning – goals and outcomes for instruction; unit and lesson planning Chapter 5: Formulating Goals and Objectives Using Standards Chapter 6: Planning for Assessment with Standards Introduction to Microteach I |
| September 12 | Résumé is due. Chapter 8: Meeting Standards Through Teacher-Centered Instructional Strategies (pp. 222-237) Direct Teach: Microteach I Lesson Plan Interdisciplinary Planning |
| September 19 | Exam 1 Teacher Work Sample: Speaker Matt Lavery |
| September 26 | The CMC Orientation Worksheet is due. Go to following website for Orientation and Worksheet: http://library.ucf.edu/CMC/Orientation Chapter 10: Building on Learner Differences: Instructional Strategies Introduction of ESOL Module website: http://education.ucf.edu/stll/esol.cfm ESOL Strategies: ESOL Simulation |
| October 3 | Rough draft of Microteach I Lesson Plan is due for peer editing. Swap Microteach I lesson plans: Peer editing Microteach I procedures |
| October 10 | Microteach I: Direct Teach with a graphic organizer poster Microteach I Lesson Plan and rubric are due. |

| | |
|-------------|--|
| October 17 | <p>Chapter 7: Questioning Strategies in an Era of Standards & Accountability Chapter 8: Meeting Standards through Teacher-Centered Instructional Strategies (pp. 237-248) Questioning Strategies, Indirect teaching strategies, Indirect teach demo Microteach II lesson plan</p> |
| October 24 | <p>Service learning contract is due. Rough draft of Microteach II lesson plan is due. Swap Microteach II lesson plans: Peer editing Professional Development Plan Marzano's Principles and Teacher Evaluation: Speaker Jason Wysong, Seminole County Public Schools</p> |
| October 31 | <p>Microteach II: Indirect Teach with instructional aid.</p> |
| November 7 | <p>Microteach II Professional Development Plan and Rubric are due. Chapters 2 and 3: Classroom Management Establishing a learning climate: communicating expectations, procedures, rules, classroom layout, climate, routines and procedures, first day/week. Classroom Management Style Guest speaker: Building a climate for learning</p> |
| November 14 | <p>Letter/Newsletter/Syllabus and Rubric are due from students doing their final projects on November 28. Final Projects: Classroom Management Presentations.</p> |
| November 21 | <p>No formal class session. Students are to work on their final projects and enjoy time with loved ones.</p> |
| November 28 | <p>Service Learning Evaluation is due. Letter/Newsletter/Syllabus and Rubric are due from students doing their final projects on November 14. Education majors will upload the Microteach I Lesson Plan and Letter/Newsletter/Syllabus to LiveText. Final Projects: Classroom Management Presentations.</p> |
| December 5 | <p>Exam 2 Interviewing for a teaching position: Guest speaker – Principal</p> |

**UNIVERSITY OF CENTRAL FLORIDA
EDG 4410 SERVICE LEARNING CONTRACT**

UCF Student's name _____

EDG 4410 Section number _____

The following is a list of the types of experiences that we would like the UCF student volunteers to encounter. We do not expect that each student will do all of these things. This list is given as a guide. You may add your own ideas. The UCF student may be involved in direct or indirect volunteer activities. However he/she must be active, not merely observing, and he/she needs to be meeting a need in your classroom. The UCF student has been trained by Junior Achievement to teach five economic and business education lessons. The student has been provided with all of the course materials to make these lessons educationally worthwhile and enjoyable for the students.

| Direct | Indirect |
|---|--|
| Tutor | Grade papers |
| Teach a new or review lesson/activity | Assemble bulletin boards |
| Lead a cooperative group activity | Set up learning centers |
| Supervise learning center activities | Develop resource materials |
| Work with students who are behind/at risk | Collect curricular materials |
| Coach students as they read orally | Organize materials for lessons |
| Help student find resource material | Draft correspondence to families |
| Help supervise a field trip | Translate classroom materials, if able |
| Work with ESOL student/s | Give written feedback on assignments |

Hopefully the in-school experience will serve several community needs. First, the UCF student will aid your students who need extra help or enrichment. Secondly, the UCF student will assist you as an extra pair of hands, ears and eyes in the classroom. Finally, the UCF student will experience the real world of the classroom and consequently make decisions about entering the education profession.

Please list the types of activities the UCF student will be performing during the fifteen-hour in-school experience.

Teacher's signature

UCF student's signature

Date

Teacher's name

School Name

Student Information Sheet

Name _____ Course _____ EDG 4410 _____

Student PID _____ Section _____

Address _____ Phone(s) _____

E-mail Address _____

Major _____

Year in College (Jr., Sr., etc.) _____

Please state future personal and/or educational/vocational goals.

Please list your hobbies/interests.

Please indicate what you hope to gain from this class.

Please state any other information that you would like to share with me (optional). Feel free to continue your response on the back of this sheet.